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AUTHOR Daniele, Susana M.
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ABSTRACT

This paper presents a brief historical overview and summary of the various approaches and recent developments in the field of bilingual education. The controversy that exists with respect to the different approaches to bilingual education has prevented the development of national goals and guidelines and the preparation of adequate evaluation instruments. Educators are now striving to remove the stigma that bilingual education is only compensatory education for the disadvantaged. Efforts are being made to demonstrate the importance of establishing and maintaining bilingual programs. The Bilingual Education Act was enacted in 1968, and in 1974, educational amendments were introduced to authorize funding for the Bilingual Education Program so that its goals could be reached. Considerable inroads have been made in the field of bilingual-bicultural education at the elementary and high school levels. However, institutions of higher education have been slower in providing equal educational opportunities. The second part of this paper focuses on a model developed at the college level which is designed to serve the special educational needs of a sizeable number of Spanish dominant students attending the Community College of Philadelphia. A major goal of this program is to provide the city's Hispanic community with an opportunity to acquire English language proficiency through its intensive English as a second language component, and to increase access to post secondary education for Hispanic students in the Philadelphia public schools. (Author/AM)

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"Models in Bilingual-Bicultural Education:
The Community College of Philadelphia Experience"

Susana M. Daniele
Community College of Philadelphia
Philadelphia, Pennsylvania

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MODELS IN BILINGUAL-BICULTURAL EDUCATION: THE COMMUNITY COLLEGE OF PHILADELPHIA EXPERIENCE

I. Introduction

Bilingual-bicultural education has been defined differently by numerous scholars, researchers, and educators. A broad definition of bilingual education implies the use of two languages of instruction in connection with the teaching of "courses other than language per se."¹

The U. S. Commission on Civil Rights, adhering to guidelines set forth in the Bilingual Education Act of 1968, defines bilingual education as "instruction using the native language and culture as a basis for teaching subjects until second language skills have been developed sufficiently."²

A more comprehensive definition proposes establishing "a curricular model through which the student is made competent to function socially and professionally in two languages, and, further, becomes sensitive to the cultural, behavioral and attitudinal ramifications of each."³

Recently, educators have proposed that bilingual-bicultural curricula be developed to foster cultural, social, and economic assertiveness.⁴ This recent view favors the "maintenance" over the "transitional" category of bilingualism.

Most bilingual programs fall into two categories, transitional and maintenance.⁵ Both of these categories are similar in the initial stages of implementation, but differ in their ultimate goals. Both categories include the following:

1. A first language component (the student's dominant language).
2. Content matter taught using the dominant language as a medium of instruction.
3. The history and cultural heritage of both linguistic groups.
4. English as a second language.

The transitional bilingual program provides instruction in and through the student's dominant language only until the student has acquired mastery of the English language to enable him/her to succeed in an English monolingual educational setting.⁶ The maintenance bilingual program, on the other hand, "sets functional bilingualism and biculturalism as an important educational goal."⁷

A typology of bilingual education has been proposed by Joshua A. Fishman. It is based on four differing kinds of community and school objectives:

1. Type I: Transitional Bilingualism. In this program Spanish (or other language) is used in the early grades to the extent necessary to allow students to acquire knowledge of subject matter until their English language proficiency is developed to the point that it can be used as the medium of instruction.

2. Type II: Monoliterate Bilingualism: These programs propose the development in both languages for aural-oral skills but do not include the development of literacy skills in the non-English mother tongue.

3. Type III: Biliterate Bilingualism, Partial: This type of program establishes fluency and literacy in both languages, but literacy in the mother tongue is restricted to subject matter related to the ethnic group's history and cultural heritage.

4. Type IV: Biliterate Bilingualism, Full: This kind of program proposes the development of all skills in both languages. The two languages are used as media of instruction for all subjects (except the teaching of the languages themselves).⁸

The controversy that exists with respect to the different approaches to bilingual education has prevented the development of national goals and guidelines and preparation of adequate evaluation instruments. Furthermore, educators are striving to remove the stigma that bilingual education is compensatory education for the disadvantaged. Efforts are being made to demonstrate the importance of establishing enrichment (maintenance) bilingual programs.

II. Brief Historical Overview

Immigrants from Italy, Asia, Austria-Hungary, Russia, and the Balkans came to America from the mid-19th century to the beginning of the 20th century.⁹ These immigrants were viewed with suspicion and as a threat to the "traditional American lifestyle."¹⁰ They differed from the early 19th century immigrants from England, Germany, Holland and other Protestant European nations in that they spoke

unfamiliar languages, were largely illiterate, and were of Catholic, Jewish or Asian religious backgrounds.¹¹

Identified as undesirables, early language minority groups experienced great hostility and open discrimination. The larger society sought to "melt" the overwhelming numbers of immigrants into American society by teaching them English.¹² Some immigrant groups attempted to establish native language schools for their children. For instance, in Pennsylvania the Germans had public school instruction in German for a brief period in the 1830's.¹³ In Cincinnati, Ohio, there was an uninterrupted period of bilingual instruction (German-English) in some schools with large German concentrations (1840-1917).¹⁴ The Chinese and Japanese set up afternoon schools to teach native language and heritage to their children.¹⁵

However, the great majority of language minority children who were in school received no special attention, despite their lack of knowledge of the English language.¹⁶

Lack of schooling had adverse effects on language minority students, but it did not play a very significant role in the lives of most Americans before 1920. The abundance of manual labor jobs which required no basic reading, math or writing skills absorbed a large number of school dropouts.¹⁷ Today, most employers require that all applicants have marketable skills, a good command of the English language, and technical expertise in some areas. Most able-bodied non-English speakers are prevented from effectively participating in the labor force of our post-industrial society.

The inability to participate in the labor force is of vital concern to the new immigrant groups: Puerto Ricans, Mexicans, Latin and Central Americans, and orientals. "According to the 1970 census, 33.2 million Americans, or roughly 16 percent of the population speak a language other than English."¹⁸ The most numerous are the Spanish, German, and Italian speakers. Studies indicate that

the Spanish have experienced a substantial growth in their numbers since 1940 because of increased immigration from Latin America.¹⁹

Annual reports of immigration indicate that between 1920 and 1973, 1,480,887 or more than 60 percent of all Mexican immigrants came to the United States.²⁰ Puerto Rican migration increased from 7,000 in 1920 to 852,061 in 1970.²¹ Similarly, between 1920 and 1973, 215,778 Central Americans and 487,925 South Americans immigrated to the continental United States.²²

Increases in the number of immigrants from Asia, Puerto Rico, Mexico, Central and South America, and other countries have generated a growing recognition that language minority children need some manner of special assistance if they are to have an opportunity to succeed in school and in an English monolingual society.

"Academic achievement scores recorded for language minority groups in the 1966 Coleman report indicate that they are significantly behind majority group Americans. By the 12th grade the Mexican American student is 4.1 years behind the national norm in math achievement; 3.5, in verbal ability; and 3.3, in reading. The Puerto Rican student is 4.8 years behind the norm in math; 3.6, in verbal ability; and 3.2, in reading. The Asian American student is 0.9 years behind the norm in math; 1.6, in verbal ability; and 1.6, in reading."²³ In addition, the 1970 Census of Population figures show that compared with the median number of 12.0 school years completed for whites, the median is 8.1 for Mexican Americans, 8.6 for Puerto Ricans, 9.8 for Native Americans, and 12.4 for Asian Americans.²⁴

A study carried out by the U.S. Commission on Civil Rights in 1971 shows "that 40 percent of Mexican Americans who enter first grade never complete high school."²⁵ Similarly, findings indicate that "as of 1972, the dropout rate for Puerto Ricans in New York City from 10th grade to graduation was 57 percent."²⁶

III. Philosophical Implications of the Bilingual/Bicultural Approach to Education:

The bilingual approach to education implies a drastic change from the "melting pot" myth. This myth asserted that immigrants who came to the United States from

various countries and brought languages and cultures different from the majority language and culture already established here should lose them and become "American."²⁷ Today, to contend that ethnic groups in the United States have melted into one is both inaccurate and totally indefensible.²⁸

One may say that the bilingual-bicultural approach to education is based on the premise that diversity is one of the greatest assets of this country.²⁹ Furthermore, the use of bilingual education includes a unifying supra-ethnic language of wider communication (English in the U.S.) which serves to link together populations "that might otherwise be totally estranged."³⁰

IV. Governmental Posture Towards Bilingual/Bicultural Education:

The Bilingual Education Act was enacted in 1968, and in 1974, education amendments were introduced to authorize funding for the Bilingual Education Program so that its goals could be reached.

In 1974, the U.S. Supreme Court handed down a decision in the now famous case of Lau vs. Nichols. This became a landmark decision which firmly established that if a child is different because of language, and is being excluded from effective participation in public education, special education services must be provided by the school to help ensure equality of educational opportunity.

In the East, the Aspira vs. New York City Board of Education consent-ruling (1974) has made "bilingual education an educational option that must be seriously considered by every school district in which there are children whose English is deficient."³¹

Six states--Arizona, California, Massachusetts, New Mexico, New York, and Texas--have laws establishing programs to meet the special educational needs of children of limited English proficiency.³² In addition, half of our states and many local education authorities have instituted bilingual education codes or programs of their own.

With respect to funding, the appropriations for Bilingual Education, Title VII were increased from \$96.1 million (1976) to \$115.0 million for Fiscal Year 1977.³³ In addition, the Education Amendments of 1976 will make Vocational Education more accessible and responsive to the needs of language minority communities. Funds have been authorized to support, among other things, exemplary and innovative programs that are effective in serving individuals of limited English proficiency.³⁴ Funds have been made available also for areas of vocational education personnel training for persons with limited English language proficiency.

Considerable inroads have been made in the field of bilingual-bicultural education at the elementary and high school levels. However, institutions of higher education have been slower in providing equal educational opportunities.

A small but growing number of community colleges throughout the country are using the bilingual-bicultural approach. These include Eugenio Maria de Hostos Community College in the Bronx, New York; East Los Angeles College, Los Angeles, California; Pima Community College in Tucson, Arizona; Miami-Dade Community College, Florida; El Paso Community College in El Paso, Texas; Cañada Community College, California, and a few others.

V. The Bilingual Program at Community College of Philadelphia (CCP)

The bilingual program at Community College of Philadelphia (CCP) was established in the Fall, 1976. The program is designed to serve the special educational needs of Hispanic students of limited English proficiency. It encompasses characteristics and objectives of the transitional and maintenance categories. The cultural aspects of the students' backgrounds are incorporated into meaningful second language learning experiences, and content matter is taught using Spanish as the medium of instruction. The history and cultural heritage of the students provide the bases for establishing a cohesive and comprehensive program.

Students participating in the bilingual program come mainly from Philadelphia's Puerto Rican and Latin American communities. (See Figure I). Philadelphia, like New York City, is a major port of entry for large numbers of Puerto Ricans and Latin Americans who generally settle in the Delaware Valley area.

U.S. Census of Population estimates for 1970 indicate that there are 83,487 persons of Spanish language in the Delaware Valley area. Fifty-two percent of these Spanish-speaking persons are of Puerto Rican birth or parentage, and the majority of them live in Philadelphia.

The 1970 U.S. Census of Population socioeconomic characteristics for Philadelphia's Puerto Rican population are rather discouraging. The median number of years of school completed for persons of Puerto Rican birth or parentage is 7.9 compared to the city's 10.9 median years of school completed. The percentage of the Puerto Rican population employed in 1970 (23 percent of the estimated 27,000) was approximately .3 (6260) of the total city employed population (763,520). To further aggravate this situation, lack of English language skills prevents a large number of able-bodied Hispanics from entering the labor force and effectively participating in the social, cultural, and economic life of the city.

General Characteristics of the Students Participating in the Bilingual Program:

In the Fall, 1976 there were 130 Hispanic students of limited English proficiency enrolled in the bilingual program. These students have been in the continental United States an average of 3.4 years, and range in age from 18 to 49.

Twenty-four percent of the students participating in the program were in the General Studies curriculum. Seventeen percent were seeking admission into Early Childhood Education, 10 percent were interested in Mental Health/Social Service, and the remainder, although accepted into the General Studies curriculum, were undecided.

Over 88 percent of the students receive some form of financial assistance, such as the Basic Educational Opportunity Grant. Forty percent of the students have finished high school in Puerto Rico, and the others are graduates of Philadelphia high schools or have obtained a General Equivalency Diploma. Less than 10 percent of the Hispanic students enrolled in the program have transferred from colleges and universities in Puerto Rico.

Approximately 88 percent of the students being served are of Puerto Rican birth, and the balance is made up of Colombians, Argentineans, Peruvians, and other Latin Americans.

Students participating in the program registered for three (3) intensive English-as-a-second-language courses (ESL), and one or two bilingual courses. Overall withdrawal rate from ESL and bilingual courses in the Fall, 1976 was 12 percent. Linear Math had the highest withdrawal rate (74%) attributable to inadequate placement of students in the course. Most of these continuing students were not tested prior to being placed in the Linear Math course. To avoid a similar situation, two bilingual/ESL academic advisors were assigned to pre-register and advise Hispanic students for the Spring and Fall, 1977 semesters.

A. General Goals and Objectives of the Bilingual Program

A major goal of the bilingual program at CCP is to provide the city's Hispanic community an opportunity to acquire English language proficiency through its intensive English-as-a-second-language component, and increase access to post-secondary education for Hispanic students in the Philadelphia public schools.

1. Long Range Goals of the Bilingual Program and Benefits Expected:

- a. To increase access to post-secondary education for Hispanic students in Philadelphia public schools.
- b. To enable Hispanic students to achieve their educational goals and to function successfully within the framework of American society.

- c. To develop in the Hispanic student an awareness of the distinctiveness and value of his language and culture, and to help him maintain his identity in the Hispanic community of Philadelphia.
- d. To encourage Hispanic students to explore alternatives, such as Allied Health and Business Administration, to more traditional fields of work, such as Education.

2. General Objectives of the Bilingual Program:

- a. The provision of career counseling, guidance and college level courses taught in Spanish to Hispanic students of limited English proficiency.
- b. The provision of instruction and support services designed to increase the English language skills of Hispanic students.
- c. The provision of instruction and support services designed to increase both Spanish language competency and the awareness of Hispanic students for their own culture.

3. Selection of Students for the Bilingual Program:

Students already enrolled in the college must have a high/intermediate level of proficiency in Spanish, as evidenced by their test scores (Interamerican series, Level 5, Reading Comprehension), and a need to acquire mastery of the English language in order to participate in the program. Incoming freshmen are tested during two orientation/registration sessions held each summer for those seeking admission to the college in the Fall, and in early November for those seeking admission in the Spring semester. Orientation/registration sessions are also held during the first week of April to accommodate prospective Hispanic students. Students eligible for the bilingual program should meet the following criteria:

- a. They have graduated from an accredited high school or have a General Equivalency Diploma.
- b. They have demonstrated desire and potential for college as indicated in letters of recommendation from teachers and counselors.

- c. They are fluent in Spanish and have scored at or above the 50th percentile on the reading comprehension test (Interamerican series, Level 5).
- d. Their lack of fluency in English prevents them from succeeding in college courses which are taught in English. (Lack of fluency in English is determined by low scores obtained on the placement tests administered during orientation/registration week).

B. The Bilingual Program: Components

The Bilingual Program, in which Hispanic students of limited English proficiency are placed, consists of four (4) major components: Intensive English-as-a-second-language courses; Spanish language/literature courses; a number of core college level courses taught using Spanish as the medium of instruction; and, a bilingual-bicultural component.

1. The English as a Second Language (ESL) Component:

These ESL courses offer the culturally and linguistically different student intensive training in the areas of Speech, Reading, and Writing. There are three levels in each category: elementary, intermediate, and advanced. Students are tested prior to being placed in the appropriate level of ESL. The following courses were offered in the Fall, 1976:

Speech I	Speech II	Speech III	(each course is worth 3 credits but they are not applicable toward graduation)
Reading I	Reading II	Reading III	
Writing I	Writing II	Writing III	

Students are tested throughout the semester to measure their performance and the rate of acquisition of specific skills and concepts, such as vocabulary building, listening comprehension, structure manipulation, and paragraph writing.

Special arrangements have been made with the Registrar to provide flexibility in transferring students from one level of ESL to another. For instance,

if a student was incorrectly placed in Writing II, he can be transferred to a higher level during the first two weeks of classes. Placement is determined during the first week of classes when ESL teachers test all students by administering appropriate diagnostic tests (Ilyn form A or B). In addition, students may also be transferred to a higher level of ESL writing, reading or speech beyond the second week of classes if they have mastered the skills and course objectives of a specific level of ESL, and provided teachers are in agreement. A careful analysis of the student's mastery of the course objectives is carried out before recommending that he/she be transferred.

At present, the ESL component of the bilingual program is also serving the educational needs of foreign (non-immigrant) students and oriental student refugees. Language groups now being served are Polish, Chinese, Korean, Greek, Iranian, Vietnamese, and Cambodian. These students are attending classes on both campuses, Spring Garden and 11th Street.

Foreign and oriental students attending classes on the main campus have been assigned to sections with large Hispanic populations. Mixing Hispanic, oriental, and foreign students has proven to be quite effective in fostering a strong desire among them to acquire mastery of the English language.

In the Spring, 1977 the ESL teachers worked as a team during the first two weeks of classes. This team approach involves the rotation of ESL teachers from one ESL course to another. For instance, an ESL Reading I teacher may teach an ESL Speech I course once or twice a week, while another ESL Writing I teacher familiarizes the Reading I students with basic writing skills. Continuity of ESL instruction and integration of all three levels of ESL are facilitated by this method. In addition to the team approach, individualized instructional packages and criterion-referenced tests have been developed by the ESL staff to be used extensively throughout the Spring, 1977 semester.

Total ESL student enrollment in the Fall, 1976 was 179. These figures included Hispanic, oriental, and foreign students. Approximately 75 new students have enrolled in the Spring, 1977 ESL day courses.

Students from India, and several African countries where English is taught as a second language in elementary and high school do not need ESL instruction. Although these students generally obtain below average scores on reading comprehension tests designed for American students (CTB), the scores do not represent accurate assessments of the students' degree of proficiency in English. It is desirable to use specific tests designed for foreign students, such as the Test of English as a Foreign Language (TOEFL), or a combination of a similar test and a writing sample. Past experience seems to indicate that students who have learned English as a second language in their native countries benefit from the services provided by the Learning Laboratories, and by taking the regular college composition (English 100/101) course.

Foreign, oriental, and Hispanic students who are learning English as a second language should not be placed in regular remedial English courses which are designed to serve the needs of native English speakers, and are not comparable in structure or content to the ESL courses.

2. Spanish Language/Literature Component:

The Spanish department, working in cooperation with the bilingual program, offers Spanish language and literature courses for two different types of Hispanic students: second generation Puerto Rican and Latin American students who desire to acquire proficiency in reading and writing Spanish, and those for whom Spanish is the first language who wish to review grammatical rules and enhance their literary backgrounds. The following Spanish courses, designed for native speakers, are generally offered in the Spring and Fall semesters:

Spanish 203/204	6 credits	(Intensive grammatical review)	Intermediate
Spanish 301 (Fall)	3 credits	(grammar-literature)	Advanced level
Spanish 302 (Spring)	" "	(grammar-literature)	Advanced level
Spanish 303 (both semesters)	Hispanic American Literature	3 credits	
Spanish 309 (to be offered in the Spring, 1978)	Puerto Rican Literature		

3. Core College Level Courses Taught Using Spanish as the Medium of Instruction:

Several basic courses, which fulfill degree requirements in all the curricula which the college offers, are taught mostly in Spanish. While acquiring mastery of English language skills in the ESL courses, students are allowed to take one or two college level courses in Spanish so that they may profit academically. English vocabulary is brought in gradually through the use of audio visual materials, maps, short articles, and textbooks. This encourages Hispanic students to put into practice their newly acquired English language skills. Before familiarizing students with the English vocabulary, a careful evaluation of the students' knowledge of basic English is carried out.

The following bilingual courses are generally offered in the Spring and Fall semesters:

Anthropology 112	Cultural Anthropology	3 credits
Psychology 101	Introduction to Psychology	3 "
Geography 101	Introduction to Geography*	3 "
Political Science 101	Introduction to Pol Sci	3 "
Psychology 201	Child Psychology	3 "
Geography 130	Urban Geography*	3 "
Math 190	Arithmetic Techniques	3 "
Math 191	Algebraic Techniques	3 "
Biology 101	General Biology	4 "
Math 101	Linear Math	3 "
Anthropology 111	Physical Anthropology*	3 "
Sociology 101	Introduction to Sociology	3 "

*not offered every semester

A reading and study skills workshop in Spanish has been planned for the Fall, 1977. In addition, a course in Comparative Politics, with a concentration on Latin American and Caribbean politics, will be offered in the Spring, 1978. These basic college level courses are taught by qualified bilingual professionals who have taught, and, in some cases, carried out field research in Puerto Rico and Latin America. Students are exposed to the cultural, political, social, and economic aspects of the Latin American and Caribbean cultures.

4. The Bilingual-Bicultural Component:

The main thrust of this component is to allow Hispanic and American students to experience differences and similarities in cultures. For instance, it is vital that Hispanic students learn to deal with American institutions and understand the Anglo-Saxon cultural values. At the same time, American students should become acquainted with the history and culture of Puerto Rican and Latin American students to foster mutual respect and understanding.

Monthly workshops dealing with Puerto Rican and Latin American culture and history have been planned in cooperation with bilingual personnel in the Counseling department. A series of lectures were scheduled in the Spring, 1977, and the Latin American Students Organization (LASO) sponsored a very successful, three-day Latin American Festival in March, 1977.

To evaluate the efficacy and impact of the bilingual program, an advisory board, made up of students, faculty, and concerned citizens, has been set up. Members of this advisory board will actively participate in all matters related to the progress of the bilingual program.

VI. Towards the Development of Viable Guidelines for Bilingual-Bicultural Curricula at the College Level.

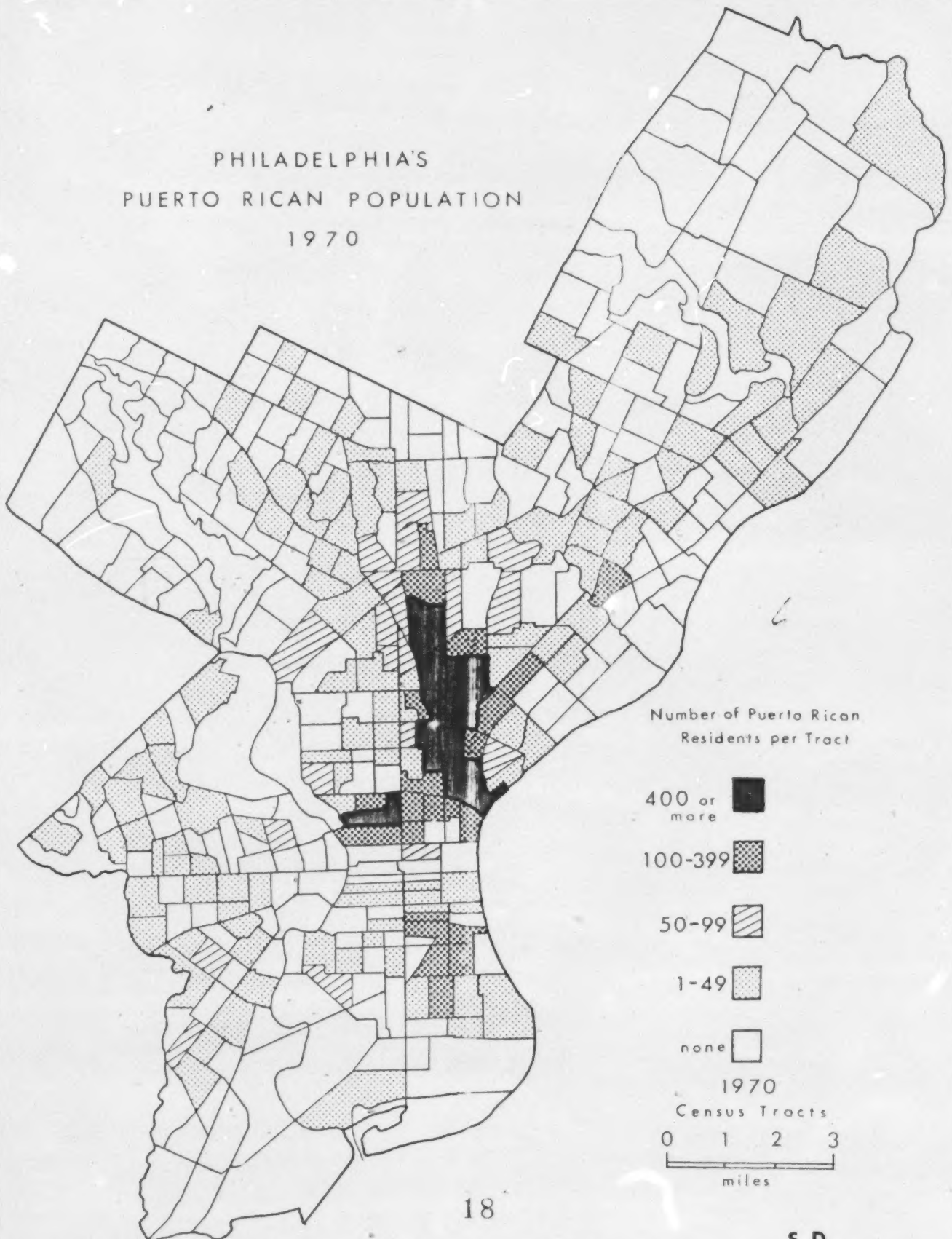
Statistics provided by the Commission on Civil Rights in its comprehensive May, 1975 report clearly indicate the need to expand the benefits of the bilingual approach to the community and junior colleges where large numbers of economically

disadvantaged and linguistically different students are enrolled. In the case of the Spanish speaking, statistics indicate that 85 percent of those attending institutions of higher learning are enrolled in community and junior colleges.³⁵

At the National Association for Bilingual Education, April 4--8, 1977 meeting, representatives of institutions of higher learning presented a bilingual curricula plan for community colleges. This plan was devised by community college personnel from all over the country to meet the needs of Spanish-speaking students enrolled in community and junior colleges. The plan includes science, social studies, mathematics, law, vocational technical education, bilingual education and intercultural education to provide a pre-degree with university transferable credit.

It is now widely recognized that national goals and guidelines for bilingual education at the college and university level need to be developed to provide a meaningful learning experience. It is also widely recognized that the future of bilingual education may ultimately rest on substantiated research.

PHILADELPHIA'S
PUERTO RICAN POPULATION
1970



FOOTNOTES

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